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ABSTRACT

The three papers in this collection were presented at the opening of the conference and the plenary session. The first is the "Presidential Address: Brighton, 1987 = Eroffnungsansprache zur IFLA Generalkonferenz Brighton 1987" (Hans-Peter Geh). These remarks by the President of the International Federation of Library Associations (IFLA) address the theme of the conference--"Library and Information Services in a Changing World"--with: (1) special attention to a view of IFLA since its founding in 1927; (2) recognition of the 110th anniversary of the British Library Association and the appropriateness of holding the conference on British soil; (3) the wide-ranging activities in library work in the Third World by IFLA; (4) education of the present-day librarians who must adapt to a rapidly changing social and technological environment; (5) new professional fields presenting new job possibilities; and (6) a summary of discussions concerning closer coordination between the professional work done in the Sections and Core Programs. Also included in this collection are: "Preservation Is Justified by Access" (Alexander Wilson, formerly of the British Library, United Kingdom), and "Is the Library a Source of Information in the Developing Countries? = Bibliotheque, Source d'information dans les pays en developpement?" (K. M. Aithnard, Director General, New African Editions, Togo). Two of the papers are given in both the original language and English. (CGD)

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53rd IFLA COUNCIL & GENERAL CONFERENCE BRIGHTON, UNITED KINGDOM 16 – 21 AUGUST 1987

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Conference Opening and Plenary

'LIBRARY AND INFORMATION SERVICES IN A CHANGING WORLD'

Session: 068 Monday 09.00 – 11.30

Eröffnungsansprache zur IFLA Generalkonferenz Brighton 1987 *(53-OPENING-1-G)*
Hans-Peter Geh
IFLA Präsident

Preservation is justified by access *(1-PLE-1-E)*
Alexander Wilson
formerly of the British Library
London UK

Bibliothèque, source d'information dans les pays en développement? *(2-PLE-2-F)*
K M Aithnard
Nouvelles éditions africaines
Lomé Togo

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53-OPENING-1-G

ERÖFFNUNGSANSPRACHE ZUR IFLA GENERALKONFERENZ BRIGHTON 1987

Dr. Hans-Peter GEH *IFLA Präsident*

In diesem Jahr kann IFLA auf ihr 60jähriges Bestehen zurückblicken. Unsere Gedanken schweifen deshalb für einen Augenblick in das Jahr 1927, als in Edinburgh anlässlich des 50jährigen Bestehens der British Library Association Vertreter von 15 Ländern das International Library and Biographical Committee gründeten. Ziel und Zweck dieses Komitees war die Durchführung von internationalen Bibliothekskonferenzen sowie die Herstellung von internationalen Beziehungen zwischen Bibliotheken, Bibliothekarsverbänden und bibliographischen Zentren. Im darauffolgenden Jahr wurde dieses Komitee in Rom in IFLA umbenannt. Aus 15 Ländern sind im Laufe der 60 Jahre 123 geworden und somit IFLA zu einer weltumspannenden Organisation, die mit Fug und Recht als Sprachrohr des internationalen Bibliothekswesens fungieren kann.

In diesem Jahr kann aber auch die British Library Association, der IFLA sehr viel zu verdanken hat, ihr 110jähriges Bestehen feiern. IFLA gratuliert zu diesem Anlass sehr herzlich.

Nun, diese beiden Jubiläen sind Grund genug, die diesjährige IFLA Generalversammlung auf britischem Boden abzuhalten. So haben wir uns hier in Brighton, das in einer besonders geschichtsträchtigen und zugleich anmutigen Landschaft gelegen ist, versammelt – einer Stadt, die kosmopolitisch ausgerichtet ist und vielfältige Attraktionen bietet. Mir persönlich ist diese Stadt schon in frühester Jugend ans Herz gewachsen, denn bereits als Schüler war ich auf einer Ferienreise durch England, Wales und Schottland hier und später als Student an manch einem Wochenende, als ich für mehrere Monate an der heutigen British Library für meine Dissertation arbeitete.

Grossbritannien ist aber noch aus einem anderen Grunde ein Meilenstein, und zwar in IFLA's jüngerer Geschichte gewesen. Denn die Generalversammlung der IFLA in Liverpool im Jahre 1971 ist als die eigentliche Geburtsstunde der IFLA-Arbeit in der Dritten Welt anzusehen, nachdem 1969 beschlossen worden war: "IFLA's priorities should include the mobilization of all available forces to help developing countries". Im Rahmen der damaligen IFLA-Tagung in Liverpool fand nämlich zum ersten Mal ein Vorseminar für Bibliothekare aus Entwicklungsländern statt. Dieses war in der Tat der Ausgangspunkt für die immer stärker zunehmende Tätigkeit der IFLA in der Dritten Welt, aus der sich heute die weitaus stärkste Mitgliedsgruppe rekrutiert. Welche Bedeutung IFLA den Aufgaben und Problemen in der Dritten Welt beimisst, wurde neben zahlreichen Projekten, Programmen und Seminaren auch dadurch sichtbar unterstrichen, dass die Generalversammlung 1980 in manila und 1984 in Nairobi abgehalten wurde. Von besonderer Bedeutung wird jedoch das in Nairobi 1984 ins Leben gerufene ALP-Programm sein, das kürzlich unter die direkte Verantwortung des Executive Board gestellt wurde.

Es ist derzeit unser intensives Bestreben, dieses Programme, das quer durch die gesamte IFLA-Arbeit geht, durch entsprechende organisatorische und finanzielle Massnahmen zum Nutzen des Bibliothekswesens in der Dritten Welt auf eine sichere Basis zu stellen. Aus diesem Grunde sind wir bestrebt, einen Focal Point in Skandinavien, das sich der Entwicklungshilfe in ganz besonderer Weise verpflichtet fühlt, einzurichten. Er soll geleitet werden von Experten, die sich durch ihr Engagement für die Dritte Welt ausgewiesen haben. Aufgabe dieses Focal Point wird es sein: "to stimulate centrally decentralized action, to strenghten regional cooperation and the stimulate training activities".

Durch die Einrichtung eines Focal Point in Skandinavien, der übrigens von diesen Ländern finanziert werden soll, wird keinerlei Bevormundung angestrebt, sondern in der Hauptsache logistische und finanzielle Unterstützung angeboten werden. Die Anregungen für Programme, Projekte, Seminare etc. müssen somit von den Ländern der Dritten Welt selbst kommen, die auch für ihre Durchführung verantwortlich zeichnen. Dies bedeutet, dass die Arbeit in den Regionen selbst geleistet wird und unter der Verantwortung des jeweilegen Regional Office stehen sollte.

16 Jahre nach Liverpool geht es uns heute aber auch, nachdem wir über 80 Länder der Dritten Welt zu unseren Mitgliedern zählen, um eine strukturelle Verbesserung in den drei Regionen, Afrika, Asien und Ozeanien, Lateinamerika und Karibik, sowie um eine Intensivierung und bessere Kooperation der dort zu leistenden Arbeit.

Eine Arbeitsgruppe aus Vertretern del drei Regionen hat dazu entsprechende Vorschläge erarbeitet, die zum Teil schon realisiert worden sind.

So wurden die drei Regionen in je 5 Subregionen unterteilt und Wahlen zu den Standing Committees der Regionen von dem jeweiligen Regional Office in eigener Verantwortung durchgeführt. Dabei wurde besonders darauf Wert gelegt, dass möglichst alle Subregionen in den Standing Committees vertreten sind. Weiterhin ist geplant, durch finanzielle Unterstützung die Standing Committees in die Lage zu versetzen, abwechselnd zwischen den IFLA-Tagungen in ihren eigenen Regionen Sitzungen abzuhalten.

Neben dem Vorsitzenden des Standing Committees wird es künftig auch in jederRegion einen Regional Manager geben, der dem Regional Office vorstehen und die vielfältigen Aufgaben bewältgen soll. Dies ist eine sehr verantwortungsvolle Tätigkeit angesichts der intensiven Bestrebungen, die IFLA-Arbeit in den Regionen wesentlich zu verstärken.

Darüber hinaus soll künftig dafür Sorge getragen werden, dass Vertreter der Dritten Welt auch stärker als bisher an der Arbeit der übrigen Sektionen teilnehmen und auch entsprechende Funktionen übernehmen können.

Schliesslich möchte ich in diesem Zusammenhang noch erwähnen, dass der 1982ins Leben gerufene Regional Library Development Fund, der ausschliesslich der Arbeit in der Dritten Welt gewidmet ist, seiner Initiatorin zu Ehren in Margreet Wijnstroom Regional Library Development Fund umbenannt worden ist.

Im Rahmen unserer intensiven Bemühungen um das Bibliothekswesen in der Dritten Welt haben der Koordinator für die professionellen Aktivitäten, Herr van Wesemael, und ich Anfang dieses Jahres eine vierwöchige Reise durch acht Länder Lateinamerikas und der Karibik unternommen: Curacao, Venezuela, Jamaika Mexiko, Kuba, Kolumbien, Brasilien und Argentinien.

Zweck dieser Rundreise war es, zur Stärkung der dortigen Bibliotheksverbände beizutragen und ihre Zusammenarbeit mit IFLA zu intensivieren. Es war eine von den Gastgebern hervorragend organisierte und mit einem ausgezeichneten Programm ausgestattete Reise, die in unseren Augen auch sehr erfolgreich gewesen ist. So hatten wir Gelegenheit, mit den Verantwortlichen der Bibliotheksverbände ausführliche Gespräche zu führen, mit Ministern und anderen Entscheidungsträgern über die Bedeutung des Bibliothekswesens für die kulturelle, wirtschaftliche und politische Entwicklung der Länder zu sprechen und vor zahlreichen Versammlungen und Gremien über die IFLA-Arbeit zu berichten. Desweiteren konnten konkrete Absprachen hinsichtlich der Durchführung von Projekten getroffen werden.

Besonders hervorheben möchte ich in diesem Zusammenhang noch, dass in den Gesprächen mit den Vorsitzenden der Verbände Einigkeit darüber bestand, dass starke und einflussreiche Bibliotheksverbände für die Entwicklung des Bibliothekswesens der Länder von eminent wichtiger Bedeutung sind. Fernerhin sollten die Bibliotheksverbände auch direkten Zugang zu Regierungsstellen haben und in allen Fragen der Bibliotheks- und Informationspolitik, der Leseförderung, der Bekämpfung des Illiteratentums usw, konsultiert werden.

Breiten Raum nahm auch die Diskussion über die Kernprogramme der IFLA, vornehmlich über UBC/IM and UAP ein, die in diesen Ländern bereits zahlreiche positive Auswirkungen erbracht haben, sowie über PAC. Angesichts der oftemals in sehr kritischem Zustand befindlichen Bestände ist schnelle Hilfe hinsichtlich Konservierung und Präserviering unbedingt vonnöten. Wir sind in dieser Hinsicht sehr glüklich, dass die Nationalbibliothek von Venezuela, die – wie wir uns selbst überzeugen konnten – ausgezeichnete Voraussetzungen bietet, bereit ist, die Aufgabe eines regionalen Zentrums für PAC zu übernehmen. Von den Aktivitäten dieses regionalen Zentrums versprechen wir uns eine positive Ausstrahlung auf die Länder der Region sowie Unterstützung in vielen relevanten Bereichen von PAC bis hin zur Schulung von Fachpersonal.

Wichtig war für uns bei dieser Rundreise durch Lateinamerika aber auch die Erkenntnis, dass das Sprachenproblem im Interesse einer effektiven IFLA-Arbeit in diesen Ländern gelöst werden muss. Dies bedeutet, dass alle wichtigen IFLA-Dokumente und Nachrichten über die IFLA-Tätigkeit auch in Spanisch abgefasst werden müssten, um unsere dortigen Mitglieder auf dem laufenden zu halten und eine aktive Teilnahme an unserer Arbeit zu ermöglichen.

In diesem Zusammenhang hatte das Executive Board bereits vor unserer Reise nach Lateinamerika beschlossen, auch eine spanische Simultanübersetzung für die IFLA Generalversammlung in Brighton zu gewährleisten. Darüber hinaus ist es das Bestreben des Executive Boards, sobald die diebezüglichen finanziellen Probleme gelöst sein werden, Spanisch als fünfte IFLA-Sprache einzuführen.

Ein besonderes Problem bildet in den meisten der besuchten Länder die bibliothekarische Ausbildung und der Status der Bibliothekare. Wie uns von äusserst engagierten Bibliothekaren, die bei uns einen nachaltigen Eindruck hinterlassen haben, in diesem Zusammenhang immer wieder berichtet wurde, besteht in einigen Ländern ein Defizit an gutausgebildetem Fachpersonal. Hinzu kommt, dass auch zuweilen die entsprechende ausländische Fach-

literatur nicht vorhanden ist, da die sprachlichen Voraussetzungen nicht gegeben sind. Deshalb sind meiner Ansicht nach Projekte, die die Erarbeitung einer in Spanisch geschriebenen aktuellen Fachliteratur zum Ziele haben, ein besonderes Desiderat. Dass dabei auch die Gegebenheiten der einzelnen Länder berücksichtigt werden sollten, versteht sich nahezu von selbst.

Bei der bibliothekarischen Ausbildung gilt es aber auch in Betracht zu ziehen, dass durch die zunehmende Verflechtung im Informationswesen eine stärkere Annäherung der Aufgabenfelder von Bibliotheks-, Dokumentations- und Archivwesen gegeben ist. Diesem Zweck diente das diesjährige Vorseminar für Repräsentanten aller Informationsbereiche aus der Dritten Welt in London, des mit finanzieller Hilfe der UNESCO, des British Council und der Deutschen Stiftung für internationale Entwicklung durchgeführt werden konnte.

Nun, was die heutige Situation auf dem Ausbildungssektor anbelangt, so ist sie einerseits, wie bereits erwähnt, von Defiziten in zahlreichen Ländern gekennzeichnet und andererseits von einer Überproduktion an Bibliothekaren in einigen Industrieländern. Da die Ausbildung auch eines der Hauptanliegen der IFLA ist, möchte ich in diesem Zusammenhang einige wenige Awpekte vornehmlich aus der Sicht der Industrieländer kurz anführen und damit auch dem Gastland, das sich hier mit zahlreichen neuen Ideen hervorgetan hat eine Reverenz erweisen.

Der Information kommt, wie wir alle wissen, heute eine ganz besondere Bedeutung zu. Angesichts neuer Medien oder der nur noch im Computer gespeicherten Information, die freilich auch Gefahren hinsichtlich der Manipulierbarkeit mit sich brint, ist die Verantwortung der Bibliothekare meiner Ansicht nach noch gewachsen. Hinzu kommt, dass aus politischen, ökonomischen oder finanziellen Gründen vielleicht in der Zukunft gewisse Informationen nut noch für Privilegierte oder doch zumindest nur für diejenigen zugänglich sein werden, die den dafür geforderten Preis bezahlen können.

Auf diesem Hintergrund und im Hinblick auf unser Generalthema "Library and Information Services in a Changing World" muss die kritische Frage lauten: "Kann sich der bibliothekarische Berufsstand einer sich schnell wandelnden Gesellschaft anpassen und den Typ von Bibliothekar hervorbringen, der wirklich gebraucht wird?"

Wenn man diese Frage positiv beantworten will, so liegt es auf der Hand, dassadie Initiative und Direktive von den bibliothekarischen Verbänden, also vom Berufsstand selbst und besonders auch von den Bibliotheksschulen ausgehen muss.

Der Bibliothekar, oder wie man ihn auch immer in der Zukunft bezeichnen wird, vermittelt Information an eine bestimmte Klientel. Dabei muss er die Bedürfnisse der Benutzer erkennen, die relevanten Materialien in welcher Form auch immer vermitteln und dafür Sorge tragen, dass der Informationsfluss frei und ungehindert vonstatten gehen kann. Darüber hinaus obliegt ihm die Aufgabe des Informationsmanagements und des Aufbaus von Informationssystemen, die notwendig sind, um die Vermittleraufgabe erfüllen zu können.

Angesichts der ökonomischen, politischen, sozialen, demographischen und technischen Veränderungen liegt es auf der Hand, dass die Situation vornehmlich nur von Bibliothekaren gemeistert werden kann, die nicht nur über das nötige Know How sowie Flexibilität und Managerqualitäten verfügen, sondern auch Persönlichkeiten sind, die Entscheidungsträgern den Wert und die Bedeutung gut funktionierender Bibliotheks- und Informationsdienste in einer sich ändernden Welt verständlich machen können, und zwar auf allen Ebenen und für alle Arten von Aktivitäten.

Hinzu kommt, und das muss uns angesichts der Überproduktion von Bibliothekaren in zahlreichen Industrieländern bewegen, dass sich neue Berufsfelder in immer stärkerem Masse auftun, Neue Möglichkeiten eröffnen sich einmal im privaten Sektor in Industriebibliotheken und Informationsabteilungen, in Informationsvermittlungsstellen, im Ausbildungsmanagement, in den öffentlichen Kommunikationsmedien (z. B. Rundfunk, Fernsehen) und andererseits in der Informationsindustrie und -technologie, im Datenbankdesign, der Systemanalyse und dem Marketing von Informationsdiensten. Ausserdem besteht zunehmend Bedarf an qualifiziertem Personal, das Forschung mit Informationsfähigkeiten verbinden kann, d. h. Bibliothekare, die ein Problem selbst erforschen können, wenn darüber noch keine Information existiert.

Um diese neuem Möglichkeiten nutzen und den diesbezüglichen Anforderungen gerecht werden zu können, müssen die Bibliotheksschulen zum einen hochbegabte Bewerber rekrutieren und das entsprechend motivierte und für neue Entwicklungen aufgeschlossene Lehrpersonal zur Verfügung haben und zum anderen ständig bereit sein, neue Gebiete in ihre Lehrpläne aufzunehmen oder anderen Akzente zu setzen, die die gegenwärtigen und zukünftigen Trends reflektieren. Dass dabei auch von Zeit radikale Änderungen vonnöten sind, sei nur noch in Parenthese erwähnt. Denn die neue Generation von Studenten wird nach einer Ausbildung suchen, die zu Karrieren in einem weiten Spektrum von Informationsaktivitäten führen wird.

Dass diese Entwicklung einschneidende Änderungen in der Konzeption unserer Bibliotheksschulen mit sich bringen wird, liegt auf der Hand. Denn nur wenn die Ausbildung vielseitig und auf einem hohen Niveau stehend sowie den Bedürfnissen einer sich ständig wechselnden Welt angepasst ist und dabei praxis-, problem- und forschungsorientiert ist, glaube ich, dass unser Berufsstand den vielfältigen, interessanten under verantwortungsvollen Aufgaben der Gegenwart und Zukunft gewachsen sein wird.

Aber auch in IFLA müssen wir uns veränderten Situationen anpassen, die Sacharbeit nach den neuesten Erfordernissen ausrichten, die Strucktur, wenn erforderlich ändern und stets dafür Sorge tragen, dass unsere Arbeit produktiv und an unseren Zielen ausgerichete bleibt.

Vor allem geht es ganz entscheidend darum, unser weitgestecktes und vielschichtiges Sachprogramm, auf das wir stolz sein können, und um das Sachprogramm, auf das wir stolz sein können, und um das wir auch beneidet werden, so effektiv wie nur möglich zu gestalten. Daher hat man sich in einer von mir eingesetzten Arbeitsgruppe und anschliessend in den Fügrungsgremien intensiv Gedanken über eine noch engere Verzahnung der Sacharbeit der Sektionen und der Kernprogranne gemacht.

Lassen Sie mich zusammenfassend einige Ergebnisse dieser Erörterungen nennen:

1. Die Qualität und Effektivität der gesamten Sacharbeit soll durch eine enge Verbindung zwischen ihren verschiedenen Komponenten durch folgende Massnahmen verbessert werden: rechtzeitig abgestimmte Planung, regelmässiger Austausch von Arbeitsberichten und gemeinsame Sitzungen der verantwortlichen Funktionionsträger mit den für die Sacharbeit zuständigen Gremien.

2. Um auch die fachliche Zusammenarbeit mit den anderen nichtstaatlichen Organisationen – wie FID, ICA, ISO, ISDS – zu intensivieren, sollen künftig Vertreter dieser Organisationen in den Advisory Committees der Kernprogramme in beratender Funktion mitwirken können. Ein gutes Beispiel dafür ist die geneinsame Arbeit am PAC Programm von IFLA and ICA.

3. Im Hinblick auf die Sacharbeeit muss IFLA den aktuellen Trends auf dem Gebiet de Informationswesens noch mehr Aufmerksamkeit widmen. Dies ist erforderlich, um des Berufsethos zu erhöhen und auch den Status der Bibliothekare in den einzelnen Ländern verbesseren zu helfen.

4. Die Verbreitung und Nutzbarmachung der Ergebnisse unserer Sacharbeit erfordert ein breites und qualitativ gutes Publikationswesen. Die bereits in diesem Zusammenhang gegebenen Anregungen sollen von einer weiteren Arbeitsgruppe vertieft und in konkrete Vorschläge umgemünzt werden.

5. Das gesamte Sachprogramm steht jedoch auf tönernen Füssen, wenn eine solide finanzielle Grundlage dafür nicht vorhanden ist. Denn die umfangreiche Arbeit ist allien mit Idealismus, der dankenswerter Weise von einer erstaunlich grossen Zahl von Kolleginnen und Kollegen aufgebracht wird, und durch die recht grosszügige Unterstützung einzelner Funktionsträger durch ihre Institutionen nicht zu leisten. Daher haben wir erneut Überlegungen angestellt mit dem Ziel, dieser recht unbefriedigenden Situation begegnen zu können. In diesum Zusammenhang muss unserer Ansicht nach einerseits das Beitragssystem einer erneuten Prüfung unterzogen werden und andererseits müssen neue Finanzquellen – z. B. Sustaining affiliates, Aber auch die Direcktzuwendungen der Nationalbibliotheken für die Kernprogramme sollten auf eine breiter Basis gestellt werden.

Das Executive Board wird dem Council 1989 einen umfassenden Vorschlag zur Diskussion und zur Abstimmung unterbreiten.

6. Und schliesslich sollen Inhalt und Ergebnisse der Generalkonferenzen verbessert werden, ein Thema, das auch in einer weiteren Arbeitsgruppe des Professional Board behandelt worden ist.

Diese Konferenze, die mit einem ungeheuren Augwand an Arbeit und finanziellen Implikationen verbunden sind, stellen, wie wir alle wissen, eine der Hauptkomponenten unserer Arbeit dar. Deshalb müssen wir versuchen, aufgrund wiederholt geäusserter Kritik, ihre Qualität und Effektivität zu erhöhen. Dies soll durch eine Reihe von Massnahmen geschehen, die im gestrigen Council bereits zur Sprache gekommen sind.

Ich hoffe, mit diesen knappen Ausführungen deutlich gemacht zu haben, dass die Führungsgremien alles versucht haben, um die IFLA-Arbeit noch effecktvoller zu gestalten und die Ergebnisse zu verbessern. Jetzt kommt es entscheidend darauf an, dass dies auch in die Tat umgesetzt wird. Dies ist Aufgabe eines jeden einzelnen von uns.

Diese Generalversammlung hier in Brighton bildet aber auch einen besonderen Einschnitt für IFLA. Usere langjährige Generalsekretärin Margreet Wijnstroom wird die Kommandobrücke des IFLA-Schiffes nach überaus engagierter und erfolgreicher Tätigkeit verlassen. Daher möchte ich auch bereits an dieser Stelle nicht versäumen, ihr in unserer aller Namen für ihr beispielhaftes Wirken sehr herzlich zu

danken.

"Ein jeder Wechsel" – so heisst es in Schillers Braut von Messina – "schrekt die Glücklichen, wo kein Gewinn zu hoffen droht Verlust." Obwohl wir Margreet Wijnstroom in vielerlei Weise sehr vermissen werden glaube ich doch, dass wir in Paul Nauta einen erfahrenen Steuermann an Bord bekommen, der auf dem IFLA-Schiff schon lange gedient und Erfahrungen gesammelt hat. Ihn möchte ich nochmals sehr herzlich in seiner neuen Funktion willkommen heissen zum Wohle unserer internationalen Organisation.

In diesem Sinne erkläre ich die 53. IFLA Generalversammlung hier in Brighton für eröffnet.

1-PLE-1-E

PRESERVATION IS JUSTIFIED BY ACCESS

Alexander Wilson, *formerly Director General, Humanities and Social Sciences, The British Library, London, UK*

ABSTRACT

Preservation is defined as the generic term for all activities intended to retain the physical artefacts in libraries, or their information content; both by direct treatment and by 'preventive preservation' measures. The problem is compounded of damage in storage and use, acidification of materials, and the short archival life on non-book materials.

Awareness has risen greatly in the 1980s, but effective action is still lacking, despite some hopeful signs. Solutions are seen in cooperation for the creation of microform surrogates, mass deacidification, and preventive measures, including disaster planning. Awareness campaigns and improved education and training are still necessary, but they must be complemented by organisation for cooperation and availability of advice.

Preservation is seen as an integral aspect of library management, along with collection development and provision of services. At international level, the new IFLA Core Program for Preservation (PAC) complements the existing Programs for UBC and UAP.

The terminology of our subject is confusing. In this paper, 'conservation' refers only to treatment of original materials; 'preservation' is used as a generic term including conservation, the retention of the information content of documents in surrogate form, preventive measures, education and training, and all other aspects of the subject.

Until this present decade, anyone aware of the nature and scale of the damage to the cultural heritage as preserved in libraries and archives, anyone conscious of the threat to the very survival of modern publications, due to acidified paper and materials, must have been depressed by the apparent inertia, even the indifference, shown by the library community. Many years after the shock of the Florence Flood (1966), and the equally shocking report of the Barrow Laboratories on acid paper (1956), effective action was lacking.

In the 1980s, awareness has grown rapidly. Preservation and conservation are now popular topics at conferences. In Europe, for example, France, the United Kingdom and West Germany have each carried out national investigations since 1980 (1). In 1986 occurred the important Vienna Conference (2), sponsored by the Conference of Directors of National Libraries, in cooperation with IFLA and Unesco. IFLA took the occasion to launch officially the new Core Program on Preservation (PAC), with a focal point at the Library of Congress, and to announce the designation of the first two regional centres: at the Deutsche B
ucherei in Leipzig (DDR) and at the Biblioth¡eque Nationale centre in Sablé (France). Also in 1986, in this country, the Annual Conference of the Library Association was entirely devoted to preservation, something unthinkable a few years ago.

Last year, Unesco, in preparation for an international conference on preservation in 1988, commissioned ICA and IFLA to enquire into the state of the world's patrimony. One is not surprised that the Enquiry (3) found that the problems are vast, resources are scarce, ignorance and tacit indifference are widespread, and generally the priority given to the conservation and preservation in the libraries of the European Community (1986/87) (4) confirmed these findings, although there were some hopeful signs.

Qualification of the problem is hard to find, but in the US, it has been estimated that some US$15-20 millions would be needed each year "at least to try to act responsibly". On the basis of surveys carried out at the Library of Congress, New York Public Library, and Yale University Library, Professor Robert Hayes of UCLA (USA), has estimated that cUS$400 millions is required to convert an assumed total of 33 million brittle books in the major US research libraries to microfilm.

Calls for such hugh additional resources for preservation come at an unpropitious time. Libraries are struggling to find the means to exploit the new information technology – a matter of sheer survival – in the midst of economic retrenchment which makes it diffult to maintain traditional collections and services. For most librarians and most readers, the acquisition of current literature and continued access to *the information content* of books and serials in demand must take precedence over what they see as the conservation of older books in less demand. The problem is in fact closer to current and short term future user needs than they imagine.

Preservationists need to be at least as realistic about the economic situation as their competitors. Greater investment in preservation must be seen to give improved access to materials, or rather, to their information content. Priority should be given to preventive measures, to the creation of surrogates, and to retaining older books and materials which are damaged, in ways that will permit posterity to conserve them fully.

There are three aspects of the preservation problems :-

1. damage to old and rare books and other materials; due to poor storage and handling, unsuitable environments, bioinfestation, lack of (or inappropriate) conservation; and, in recent times, overuse and damage in transit.

2. acidification: the 'brittle book' problem, arising from a combination of inherent acid from the manufacturing process and atmospheric pollution. Seemingly an American problem hitherto, acid paper is now a major concern in European libraries.

3. the special problems of non-book materials, now so common in library collections. Most formats for audio/visual information, magnetic tape and optical media have an archival life measured in years rather than decades or centuries.

The preservation liturature has been overly concerned with the first aspect, there is not much published outside America on overall preservation management and the organisation of cooperative programmes. However, librarians in Europe are changing the balance away from conservation to mass processes.

Acidification and the archival problems of non-book materials are problems we should be sharing with other professions. Government archivists are particularly interested in surrogates for the magnetic tape records which they acquire in vast quantities. Audio/visual archive associations, such as FIAF (International Federation of Film Archives), FIAT (Television archives), IASA (sound archives), and ICA are all involved, as are broadcasting organisations like the Deutsches Rundfunk and the BBC. The ICA and IFLA are showing an example of cooperation.

If preservation is justified by access (and it is significant that the Council for Library Resources (USA) have recently established a Preservation and Access Commission), then the creation of surrogates, permitting the making of further copies at low cost, which other libraries can purchase or borrow, seems to be the preferred strategy.

For some years, visionaries have proclaimed that optical media will revolutionise libraries, or even replace them. These media offer immense storage capcacity, together with the facility to make documents accessible remotely, on screen or by output in whatever form is desired. Once texts and images are tranferred to electronic storage, teachers and researchers can make individual webs of connection between the same documents in the electronic library of the future.

Preservationists may welcome the use of optical storage media to create 'buffers' – accessible copies that enable the sequestration of practical consideration as a general solution within the time scale on which we can plan. Nevertheless, the potential of optical disc technology for library preservation purposes is so great that this volatile area must be kept under continuous scrutiny, and, hopefully, experimentation, as at the Library of Congress.

Applying the preservation-access criterion to more familiar applications provides one reason why library opinion is swinging from conservation towards cooperative microfilming; the other being the lack of resources to conserve more than a small proportion of the material at risk. A rival mass solution to microfilming is bulk deacidification, and/or the strengthening of paper. Such processes promise to be about 10% of the unit cost of microfilming, alternatively, the costs of microfilming have to be shared ten times to equal them. In an ideal world, we should have both, but choices have to be made. In a sense, by giving top priority to the construction of a vast new building, the British Library is putting most of its investment into a third mass solution – improved environmental and storage conditions – on the grounds that this will greatly slow down the inevitable decay of its millions of volumes. Libraries, especially national libraries, have to decide on priority between what may be most economic and

convenient locally, and the benefit to the national and international library community. Compromises, or a balanced set of measures, if you like, will result.

Cooperation has its cost and its disciplines: the acceptance of standards, the voluntary yielding of autonomy, strict adherence to procedures, and the creation of administrative structures. This applies to preservation, as is seen in the voluminous manuals of the American cooperatives. Preservation and collection development are combined in resource sharing. For our purpose, the evolution of a linked series of online with RLIN in the USA and off-line with the Biblioth¡eque Nationale in Paris. In the USA, OCLO and RLIN are exchanging microform information.

Just as preservation is integral with access (IFLA-UAP), so it is with bibliographic control (IFLA-UBC). Registers of microform masters, censuses of rare books, short title catalogues, the retrospective conversion of the general catalogues of great libraries, handbooks and directories to special collections: all of these are vital, for we cannot preserve and conserve what we do not know exists, nor can we concert plans to preserve them.

Preservation management, or prevenation, is something we can all be applying, at small additional cost. Systematic and continuous attention should be given to the causes of damage and decay to collections, from careless handling by staff and readers (especially photocopying), to the study of premises, equipment and environmental conditions. Plans for the prevention and control of library disasters, which are much more common than is realised, should be prepared and exercised. All this implies senior responsibility for preservation, and staff and user education and training.

A shift of attitude is needed in the profession, starting with existing staff, but also in the schools of librarianship. An understanding of the physical media of library collections and of good practice in their care, should be part of the basic curriculum. In France (5) and the United Kingdom (6), such topics are being reintroduced to the curriculum, from which such subjects as the history of the book had been all but eliminated to made room for information technology and management theory.

Let us consider our professional relations, first of all with the conservators. There is a great responsibility on both professions to conserve the printed heritage. Librarians must help conservators to raise standards and their status as a profession. The heritage argument, which is of increasing potency in most countries, should produce additional funds, public and private, for the conservation of the most valuable items. But the hard fact is that we cannot get the resources to conserve millions of older books and other documents, for decades ahead, whilst use fo them continues to increase. Conservators must accept that first aid at the shelves, boxing and restriction of use of such items, must take priority over restoring a small proportion of those in need. Posterity will then be left with the option to make good the ravages of time. There is no suggestion that any but the best standards should be applied to the material which can be treated.

Archivists and librarians come together over preservation. They have much to teach us, especially about the need for selection, and conservation techniques. They share the acidification problem, and have more severe burdens with magnetic tape than most libraries. Electronic technology may in time bring our techniques and professional practices closer together. The Scottish plan for disaster control (7) applies to record offices and libraries.

Librarians and publishers have had their disagreements in the past, but as the publications chain continues to break down, due to new technology, the book world seems almost to offer a cosy alliance. Yet there is an inherent conflict between the duty of publishers to exploit commercial rights in intellectual property, for the benefit of authors and their share holders, and the duty of libraries to ensure public access to published knowledge and information. This problem arises in preservation terms in copyright difficulties over microfilm or optical disc surrogates. Only in Australia is the law enlightened, as librarians would see it, about copying for preservation. The Library of Congress is trying to reach an acceptable agreement (8) that will give copyright owners a fair reward without making the whole process too costly. It is not so much the levying of fees which troubles troubles libraries as the labour of tracing copyright ownership in obscure works published many years ago.

The archiving of electronic publications is a techno-economic problem, allied to the better exploitation of them for commercial purposes. In the United Kingdom, electronic publishers, Government and the British Library have agreed to cooperate in an experiment with both objectives. This is one field which unites the legal deposit library and the modern archivist.

Commercial reprint series, in microform or hard copy, still have much to add to the preservation effort. This requires positive library/publisher cooperation, as well as a proper sharing of the proceeds. Whole-text editions are almost a necessity, to follow major online retrospective catalogues, like the Eighteenth Century Short Title Catalogue (ESTC), if the most accessible copies listed are not to be worn out. In some cases, subsides may be necessary to achieve a viable reprint edition.

Finally, agreement needs to be reached with publishers and paper manufacturers for the introduciton of so-called 'permanent paper' for publications of lasting significance. One welcomes the American ANSI standard for permanent paper, (9) and hopes for further standards, but the best tactic is voluntary compliance, which is working well in the USA and is spreading in this country and West Germany. One happy fact in a fairly gloomy prospect is that the manufacture of alkaline paper is no more costly, and is in fact becoming the rule in North America, Japan and Europe.

What action programme can we suggest to IFLA and other bodies responsible for international and national leadership in library preservation?

There are numerous recommendations contained in the, as yet unpublished, report of the ICA/IFLA working group who carried out the Unesco enquiry. Also not yet published is the preliminary study undertaken by the present speaker for the Commission of the European Communities. Having had access to these documents, and to the conclusions of the Vienna Conference already mentioned, one can draw some conclusions and recommendations.

Among these are the continued need for awareness campaigns, the education and training of librarians and conservators, the provision of information and advice, and the improvement of technical and preservation management standards. The setting up of organisational structures, e.g. the IFLA Centres in Washington D.C., France and GDR; and national preservation offices like those in the USA and the United Kingdom, should facilitate these measures and stimulate cooperation. In that regard, discussion is needed with publishers, on copyright questions and use of permanent paper. One could go on, but this is not a technical paper.

The ICA/IFLA results confirm that the position in developing countries lags far behind the average in other countries, which itself is unsatisfactory. Developing countries often face severe climatic conditions, from the aspect of preservation, combined with all kinds of macro- and micro-organic pests. Yet such countries usually lack the financial and technical resources to tackle these and other problems. One way the international library community can help is by providing facilities for the training of conservators from developing countries. There is an expressed need for full-time training and attachment to conservation departments in major libraries, about which more should be done.

What can the individual library do to improve preservation of its collections in a systematic way?

Given the obvious (but regrettably unfamiliar) preconditions of a Chief Librarian and library governors aware of and determined to make a serious attack on the preservation problem, the first two steps are to appoint a senior member of staff, at least third tier level, responsible for preservation, and to commission a preservation survey. This will report on the state of collections and their housing and treatment; together with an assessment of the resources, financial and technical, available to treat them. Such a survey can be carried out internally, perhaps with some instruction and advice, but it is often preferable to engage a consultant.

Early response to the survey should be urgent action on those deficiencies of management which it reveals, and the preparation of a first report to the governing body, to accompany the survey presentation. This will presumably arouse decisions as to future budgetting for preservation, even some switching of current year's resources. During the year ahead, the first preservation statement is prepared. It is a library planning document, stating the policy, budget, programme and priorities of the institution for say three years ahead in detail and a further two years in outline. It will quantify the needs of the collections, analysed as to subject, format, period of publication, etc., determine priorities, and indicate a strategy for action. This strategy will consist of a blend of activities, comprising traditional first-time binding and hand conservation, first aid at the shelves, including boxing, microfilming, and improvements to premises, furniture and equipment and environmental controls.

An important element in the statement will be administrative measures for better preservation management, staff education and training, R and D, selection, user education and cooperation with other libraries and archives. Preparation of a plan for disaster prevention and control is another element. Assuming a considerable increase in the number and expertise of personnel devoted to the technical work, a sub-section of the statement will indicate how this build-up is to be achieved. The preservation statement is both a planning document and a commitment to preservation which all

members of staff can be motivated to follow.

Undoubtedly, there will be a hugh gap of inadequancy between need and proposed attention to it. The Deputy Librarian of Congress has said, with painful irony, that we are replacing unplanned deterioration with planned deterioration. This does not undermine the value of planning in the light of open knowledge of what desirably needs to be done. Only thus can the needs for collection development and the provision of services be balance with preservation of collections. A soundly based national programme for preservation is best built upon systematic local planning.

Selection tends to reveal a strong conflict between the views of librarian subject specialists and conservators and the preservation process must help to harmonise and to systematise decisions. A balancing of the needs and priority of different types of material is required. The subject specialist advises on the research value of the information. The bibliologist tells of the evidential value of the artefact itself, of its aesthetic value and perhaps its iconical importance as a heritage item. The conservator is concerned with the present physical condition, how far the item is restorable and the techniques to be applied. Managers of binderies and photographic or reprographic studios are concerned to batch, price and programme the work so as to optimise scarce resources.

This is clearly a simplistic description. In large libraries, decisions will be taken on broad lines, between whole blocks of material, rather than individual items. There must be interaction between the emerging quantification of 'need' with what is evolving in technical facilities. In the latter respect, a package of resources has to be created over years and varied annually in the light of 'needs' and cost/effective solutions to them.

The present speaker has written elsewhere of the matrix of decision making in a large research library (*see diagram*), and of the implications for staff organisation. (10) Selectors need to be informed of the preservation costs they are incurring with acquisitions; e.g. 'cheap' books from certain countries, printed on highly acid paper, or, a bequest of rare material with expensive conservation needs. Contrariwise, the preservation specialists may need to be informed that the treatment they consider appropriate for certain material is too luxurious, from the perspective of its likely use. In such ways, preservation reaches into every aspect of administering a library. So must value for money. Unfortunately, conservators are not always as cost conscious as craft binders. Ultimately, the view of the librarian in charge of collections must predominate.

It is worth repeating that preservationists must be seen to be realistic, as least as much so as their many critics. It is a matter of restoring a proper balance, in difficult circumstances, and not attempting to deny the importance of competing priorities.

Progress is being made at a different pace in our various countries and regions, and the obvious threat of brittle books. In France, it was concern for the cultural patrimony of older books and manuscripts, which is largely held by local public libraries, although officially the property of the State. In West Germany, it was concern about the deterioration of both older and modern books, due to photocopying and handling damage caused by an enormous growth in the interlending system. In this country, it was the determination of the newly-created British Library to made good the inherited backlog of conservation needs. We must welcome any approach to the common problem, and learn from each other.

We must be flexible in approach, but systematic about standards, both technical and bibliographical – otherwise international cooperation is thwarted. Awareness has been raised more than one could have thought possible only a few years ago. We must be prepared to utilise the resultant will and energy to practical ends, by preparing the organisation and guidance in advance. There is still a need to quantify the problems and face up to them.

Above all, let us incorporate preservation once again in our professional ethos, as integral with colleciton development and the provision of services to our users; users of this and future generations.

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FIGURE 1 PRESERVATION DECISIONS MATRIX

2-PLE-2-F

BIBLIOTHÈQUE, SOURCE D'INFORMATION DANS LES PAYS EN DEVELOPPMENT ?

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Devant ce sujet, l'on peut être tenté, après avoir compilé une documentation dense, d'en présenter la synthèse et de conclure par des positions tranchées.

L'exposé, m'a-t-on dit, sera présenté à des spécialistes de bibliothèque, des personnes qui durant des années, avec des moyens inégaux, ont acquis cependant une riche expérience en la matière. Il ne saurait donc être question ici de reprendre les théories relatives à cette spécialité ni les expériences déjà accumulées. J'ai la conviction que je passerais ainsi à côté de l'essentiel car je suis persuadé que votre savoir en la matière est grand. Je prends donc l'option d'exprimer tout simplement quelques réflexions sur la question, laissant à nous tous ici rassemblés le soin d'en débattre et d'avancer éventuellement des esquisses de solution. Il est ainsi possible que je ne satisfasse pas les attentes de certains d'entre vous. Qu'ils m'en excusent. A l'exposé savant et fortement documenté j'ai préféré un autre langage, de vérité et de style plus direct.

Je ne peux me défendre d'éprouver une sorte de malaise conceptuel lorsque se trouvent, dans la même phrase, les mots "bibliothèque" et "pays en développement".

L'impression ressentie est sûrement liée au fait que l'on croit indipensable d'aménager des structures et des infrastructures émanant d'un système multiséculaire à destination d'autres pays aux réalités tout à fait différentes. Autrement dit, les choses sont toujours présentées comme si tous les changements nécessaires dans les pays matériellement pauvres devaient, non seulement être la reproduction du modèle des pays nantis mais aussi la répétition d'un processus que l'on voudrait linéaire et qui reprendrait les mêmes objectifs.

La chose peut se comprendre. La bibliothèque est une institution des pays industrialisés. Elle n'est qu'un élément de l'arsenal parachuté vers les pays pauvres, liés presque viscéralement,

volontairement ou non, par des liens de dépendance coloniale ou de nature similaire, à des pays mieux nantis, La bibliothèque ne peut donc être que le reflet du système dont elle provient.

En Europe, la bibliothèque a son histoire depuis les cabinets de lecture des siècles passés jusqu'aux "grandes surfaces bibliothèques". Dans son rôle et dans ses ambitions actuelles elle apparaît désormais comme une sorte de module plus ou moins indépendant des programmes d'actions socio-culturelles. Elle est, par elle-même, une véritable institution.

Par son organisation en effect, la bibliothèque rappelle à elle seule un service social. Dans le système occidental, le but d'un service social est de mener des actions diverses de rééquilibrage destinées à colmater les brèches, les inadéquations d'un développement qui sans son intervention serait inharmonieux. Est-ce ce modèle que veulent les pays en développement?

Toute forme d'expression est à l'image de modèle culturel dont elle est le produit. La culture est le moule à travers lequel le modèle éducatif est transmis. La langue lui sert de véhicule, qu'elle soit écrite ou orale. L'écrit, par son symbolisme et son caractère inaltérable, renforce l'impression de durabilité, de puissance, d'encrage dans l'histoire, donc d'une certaine forme de vérité.

Mais cet écrit peut aussi n'être qu'un instrument de sectarisme entouré d'un certain mythe, de conservation de structures politiques et sociales, de hiérarchie. Il est vrai que les civilisations les plus "performantes" d'un certain point de vue, ont toujours marqué une étape de leur histoire par la capacité à lite et à écrire d'une élite plus ou moins importante de leur population.

L'écriture et la lecture se prsentent ainsi comme les corollaires du pouvior (exotérique ou ésotérique). Elles sont toujours per°cues comme un avantage entre les mains de qui les possède. La puissance économique, technologique et militaire est toujours liée à une plus ou moins forte capacité de documentation. Par certains aspects l'informatique n'est qu'un prolongement de l'écriture. Ainsi l'écriture et la lecture ont toujours gardé et étendu leur fonction dans l'itinéraire de l'évolution de l'espèce humaine.

Toute bibliothèque, par sa structure, par son contenu, véhicule des valeurs. Les objectifs qu'elle s'assigne correspondent à un modèle bien précis de développement.

Par son organisation et le rituel qu'elle utilise et auquel elle oblige, la bibliothèque évoque quel que peu le cérmonial des musées classiques, ces lieuz saints de la culture où l'on entre sur la pointe des pieds, dans un silence religieux. Cette attitude vis-à-vis de la culture est fort différente de celle de la plupart des pays en développement, en particulier de l'Afrique. Elle en est même aux antipodes dans la mesure où, en Afrique, la culture traditionnelle, demeurée très vivace dans le terroir et vécue collectivement, fait appel à d'autres sens et utilise d'autres formes d'expression, en particulier l'expression orale, musicale et corporelle.

Heureusement, les habituels et fidèles copieurs que sont les pays pauvres commencent à prendre conscience de leurs réalités et de l'orginalité de leur culture, et sur divers continents et à des niveaux variés se déroulent des expériences différentes en matière de bibliothèque.

Mais celles-ci correspondent-elles aux besoins des populations concernées? Sont-elles vraiment l'expression de leurs aspirations? Parmi les besoins les plus urgents des pays pauvres la lutte contre l'analphabétisme et parallèlement la création de bibliothèques sont-elles des priorités? De quel type d'information les pays en développement ont-ils réellement besoin pour opérer les changements nécessaires?

Les bibliothèques proposent en général d'une part des ouvrages de documentation et de connaissances pratiques et d'autre part des ouvrages de littérature génerale (romans, nouvelles, poésie, etc). La question se pose de savoir quel aspect de leurs activités valoriser dans les pays en développement : l'information, la formation ou les loisirs?

En effet, les pays en développement n'ont-ils pas déjà, sous forme orale ou d'écrits embryonnaires, les éléments nécessaire s, la matière pour transmettre leur culture et communiquer les valeurs traditionnelles auxquelles ils sont attachés? La bibliothèque, en ce qui les concerne, pourrait être le lieu où l'on retrouverait la transcription de ces connaissances qui existent déjà et qui sont nombreuses et variées. Quelle que soit la technique de conservation adoptée, l'esssentiel est qu'elle permette l'expression de la richesse de la culture et la transmission des valeurs et de la sagesse qui en découlent.

Dans un pays pauvre, ne doit-on pas privilégier toute documentation pouvant aider des gens de toute condition à trouver, sinon des réponses à leurs questions, du moins des points de repère pouvant susciter la réflexion et mener à la découverte de solutions appropriées à leurs problemes?

Nous ne penson pas réellement qu'il soit indispensable de créer chez des être humains des besoins qu'ils ne peuvent satisfaire. Ces bibliothèques, telles qu'elles se présentent actuellement dans les pays en développement, créés sur le modèle d'un environnement culturel étranger, semblent ne pas faciliter la prise de conscience de ces pays de leur réelle situation, de leur géopolitique, de leur culture, bref de leurs conditions de vie et de leurs potentialités spécifiques.

Etant donné les réalités de tiers-monde et le coût de la mise en place des structures de développement, l'on peut se demander si l'implantation et la multiplication de bibliothèques, dan leur forme actuelle, sont encore à encourager. Le mal est double : d'une part la quasi-totalité des investissements se fait dans les villes, négligeant l'immense majorité de la population, et d'autre part seuls les enfants scolarisés, ceux qui sont en apprentissage et les étudiants se rendent dans les bibliothèques. Parmi les adultes exer°cant une profession, un métier, très peu choisissent la lecture pur meubler leurs loisirs, ou ne le font qu'exceptionnellement, dan le cas de la préparation d'un examen professionnel. Il s'agit alors de lecture spéculative. On est donc en présence d'investissements faits sans souci, semble-t-il, de rentabilité avec, au bout du compte, un vrai gâchis financier.

Serait-il utopique d'imaginer des ensembles "socio-culturels" – peu importe l'appellantion qu'on leur donne – à côté ou dans l'enceinte d'établissements scolaires ou d'autres lieux d'éducation ou de rencontre, dans lesquels la bibliothèque ne serait qu'un élément d'un tout? Dans ce lieu d'animation "socio-culturelle", des personnes de tous âges, de toutes conditions et de tous niveaux pourraient trouver une occasion d'acquérir de nouvelles connaissances utilisables à brève échéance.

Dans la plupart des pays en développement, la vie traditionnelle est d'essence communautaire, et les gens devraient avior l'impression de participer à un même mouvement, dêtre les acteurs d'un processus d'amélioration de la vie de tous. Les parents purraient y rencontrer leurs enfants, les animateurs ruraux y trouver un support à leur action (santé, agriculture, etc). Dans un tel ensemble, le rôle de "bibliothécaire" ne se résumerait pas à son rôle classique. Il ne serait plus alors qu'un élément d'une équipe d'animateurs. Polyvalent, il participerait à d'autres activités, à la même lutte pour le changement.

Il faut prendre en compte les besoins des vrais acteurs du développement, qui permettent aux populations de vivre mieux par leur encadrement, leurs conseils (sur leurs productions, leur rentabilité, etc).

Mais encore faudrait-il que des objectifs précis de développement soient arrêtés, et qu'auparavant l'on ait une idée globale du type d'homme que l'on vent "obtenir". L'on doit donc avoir la volonté, par projection dans l'avenir, de définir quel type de développement l'on vent atteindre.

Veut-on un développement à l'occidentale? Le modèle occidental est souvent synonyme d'opulence et de bien-être aux yeux des pays non industrialisés. Mais la course à une industrialisation de ce type semble perdue d'avance. On a maintenant la preuve que l'écart se creuse de plus en plus entre les pays développés et les pays en développement.

Doit-on continuer de considérer la pauvreté comme une tare, ou peut-on la considérer comme une valeur positive porteuse d'une certaine dynamique? A condition de ne pas confondre misère et pauvreté, la première étant l'absence du minimum vital, l'indigence qui dégrade l'homme. Ne peut-on tirer une le°con de sagesse des possibilités que la nature a données à l'homme d'adopter un mode de vie simple où les gens mangeraient à leur faim, auraient des notions suffisantes d'hygiène et se passeraient du superflu générateur de difficultés et de soucis? l'ouvrage de TEVOEDJRE "La pauvreté, richesse des peuples" analyse bien ce problème. Les pays en développement sont-ils réellement capables d'arrêter leur course à l'imitation pour définir des objectifs plus en rapport aves leurs réalités et leurs capacités et qui puissent assurer à leurs populations une situation de pauvreté digne et honorable?

L'on peut se demander aussi si les pays industrialisés accepteraient de laisser les pays en développement opérer un tel choix, qui serait de nature à porter préjudice à leurs intérêts de pays nantis. Des rapports de force, de hiérarchie, existent entre ces pays et les pays pauvres, les premiers se dépouillant rarement au profit des seconds.

Pourrait-on concevoir, par exemple, que les pays producteurs de café et de cacao, compte tenu des prix imposés par Wall Street et face à l'avancée du désert, décident de consacrer leurs terres à des produits de première nécessité? L'Europe se trouvant ainsi dépourvue de son café "indispensable", de son chocolat, ses citoyens ne reprocheraient-ils pas à leurs gouvernants de ne pouvoir assurer leur approvisionnement? Une telle situation bouleverserait tout autant les habitudes des pays exportateurs que celles des pays consommateurs. Dans de telles circonstances, L'on pourait s'interroger sur le rôle que pourrait jouer la bibliothèque. Par son contenu, pourrait-elle favoriser un nouveau type de rapports et inciter

à de nouvelles attitudes?

La bibliothèque, d'une certaine manière, concourt à la défense et à la promotion de l'industrie du livre en même temps qu'elle assure la défense et la promotion d'une langue et de sa culture. Est-il totalement faux de penser qu'à travers la bibliothèque, la langue et la culture, l'Occident renforce son économie?

Toute coopération se joue sur des rapports de force. La puissance économique et la puissance militaire y sont déterminantes. Dans la plupart des cas, le commerce et l'établissement de zones d'influence lui servent de toile de fond. Il en découle certains mécanismes pour les transferts et les échanges de connaissances entre pays industrialesés et pays en développement. Les rapports entre leurs institutions bibliothécaires n'y échappent pas. Celles-ci peuvant-elles cependant privilégier des relations de transfert de technologie ou d'échanges de connaissances?

L'échange implique la reconnaissance de la valeur probable des connaissances de deux partenaires dont les rapports plus ou moins loyaux sont empreints d'un certain esprit de coopération.

Le transfert par contre n'implique pas nécessairement l'acceptation de la valeur des connaissances de celui vers qui le transfert s'opère.

Dans les rapports d'échanges entre les nations ou leurs institutions, il faut d'abord que la plus puissante – autrement dit celle qui sert de modèle ou impose son modèle à l'autre – reconnaisse réellement à cette dernière des potentialités de connaissances qui lui seraient utiles pour résoudre certains de ses problèmes ou lui permettre de renforcer sa domination, son pouvoir. Ainsi ces échanges peuvent faire l'objet d'une spéculation à court ou à long terme : dosage des connaissances, technique du compte-gouttes, informations tronquées, etc. Même si certaines institutions bibliothécaires des pays industrialisés adoptaient les attitudes requises pour faciliter un tel échange, les structures et les conditions d'exploitation de ces données sont-elles effectives dans les pays bénéficiares? Malheureusement ce n'est souvent pas le cas, tout au moins en Afrique.

En Afrique, dans une même nation, cohabitent des ethnies, des communautés culturelles différentes. S'il est possible de percevoir des traits communs à ces communautés, il n'en demeure pas moins vrai que chacune d'elles s'affirme comme une entité sociologique.

Car chaque groupe social, chaque communauté traditionnelle a son type de hiérarchie qui s'appuie sur des différences de clans, d'origines, de professions – donc de connaissances – (forgerons, dépositaires des religions traditionnelles, guérisseurs, notables, griots, etc) qui confèrent à chaque échelon de la hiérarchie une position sociale. Chaque statut social correspond à une position plus ou moins proche du groupe qui exerce le pouvoir. On ne saurait donc nier le rapport étroit qui existe entre le partage, l'échange des connaissances et l'exercice du pouvoir.

En se référant à des études antérieures sur l'ambivalence culturelle et la capacité des élites et des jeunes de pays pauvres à promouvoir le développement, on se rend compte que le transfert et l'échange des connaissances entre milieu rural et milieu urbain passent par les élites de ces deux couches de la société.

Entre ces deux élites (élite traditionnelle et élite moderne), des échanges de connaissances et des transferts de connaissances peuvent se faire à différents niveaux, mais ils sont toujours conditionnés à la fois par les structures du pouvoir chez chacune des élites considérées et par celles du pouvoir de l'Etat. Le plus souvent, l'élite moderniste, plus proche du pouvoir étatique – par le fait de l'option progressiste et moderniste du développement – s'octroie l'avantage dans le rapport de forces qui l'oppose à l'èlite traditionnelle dont la population de base est plus importante.

C'est pourquoi l'on peut se demander si les efforts déployés (localement ou par coopération) en matière d'information à travers la bibliothèque correspondent bien aux aspirations des populations bénéficiaires. Laissons de côté le fait d'être pour ou contre l'alphabétisation. Reconnaissons simplement que les arguments en défaveur de l'alphabétisation ne sont pas négligeables et que les bataillons levés contre l'analphabétisme, quelles qu'aient été les méthodes pédagogiques utilisées, n'ont pas toujours satisfait aux attentes des populations. Les vives protestations de quelques populations devant le temps perdu à apprendre des choses qui ne leur paraissent pas utiles ont mis en évidence la nécessiteé d'une information juste et adaptée à ceux qui la re°coivent, et qui puisse mettre dans les mains des populations concernées les outils nécessaires à la maîtrise des problèms qu'elles rencontrent.

La difficulté de l'enseignement, y compris l'alphabétisation, est de savoir déterminer, choisir ce qui est indispensable de connaître pour accélérer le processus de changement, et de trouver la meilleure manière de transmettre le savoir.

Le maître doit-il seulement proposer la méthode d'acquisition du savoir et laisser l'élève trouver les meilleurs procédés pour acquérir ce qui lui paraît indispensable et décider lui-merhe des priorités et du rythme auquel les nouvelles connaissances devront être acquises?

On a souvent négligé le problème du rythme, et des traumatismes en ont résulté. La "rage" de transmettre le savoir, d'apprendre coûte que côute quelque chose à quelqu'un, peut dégoûter dfinitivemen. ce dernier de la nécessité d'acquérir une connaissance ou une technique et le détourner du chemin du "savoir", ou bloquer son ouverture d'esprit sur des réalités autres que celles de son environnement immédiat.

Quant à l'"élève", à l'"assisté", possède-t-il lui-même assez de connaissances et de ressources personnelles pour assurer les transformations nécessaire? Son manque de courage et d'assurance, sa malléabilité, son "hospitalité légendaire", en font un sujet facilement manipulable, qui dit "oui" à tout le monde même quand il pense le contraire. De même, le tribalisme et le népotisme contribuent au blocage de la situation.

Il est sûrement temps de cesser de s'en prendre au seul colonialisme. Nous en connaissons certes les méfaits et les tares qu'il a laissées et le boulet qu'il constitue pour l'éclosion de l'imagination créatrice.

Notre responsabilité, dans la situation qui nous préccupe, est réelle. Depuis plus de 25 ans en effet, les anciens pays colonisés et tout particulièrement nous autres d'Afrique, avons eu la liberté de choisir, d'arrêter le cours de certaines anomalies, de nous unir ou de nous laisser diviser, de créer et de rendre réellement opérationnelles des organisations sous-régionales, d'abandonner certaines pratiques rétrogrades pour de nouvelles, plus rentables aux plans humain et économique.

Il n'est pas sûr que les décideurs et leurs collaborateurs aient toujours cherché l'information juste et utile susceptible d'aider à mener à bien une action, un programme cohérents. Cette tâche a trop souvent été confiée, sous différents prétextes fallacieux, à des marchands d'idées et de projets incertains.

Et pour cause. L'expert le plus honnête ne peut donner que ce qu'il a. Devant un problème qui lui est posé, il trie dans son "bric-à-brac" de connaissances et d'expériences les éléments lui permettant de trouver la solution qui lui paraît la plus adéquate. Encore faudrait-il que l'utilisateur, le bénéficiaire, pose correctement le problème, en prsente tous les aspects, et qu'au cours d'un dialogue franc et sincère un échange d'informations approprié conduise "l'assisté" et l'"assistant" à choisir parmi les solutions qui se présentent à eux la meilleure, celle qui colle le mieux aux réalités et aux objectifs préalablement définis.

Et l'on se trouve ici face à une question importante : auquel des deux revient-il de définir les objectifs? A l'assisté ou à l'assistant? Lequel des deux sera-t-il responsabilisé aux yeux des populations bénéficiaires d'un projet? Lequel l'histoire du pays concerné retiendra-t-elle comme responsable? Quel est celui des deux qui en permanence vivra la réalité des résultats obtenus et pourra se voir reprocher d'avoir échoué, d'avoir mal étudié le projet, de s'être trompé?

Certes, les pays en développement ont besoin d'informations et de formation. Ils doivent pouvoir opérer un tri pour aller rapidement à l'essentiel. Dans cette perspective, la bibliothèque et les métiers du livre (éditeurs notamment) peuvent avoir un rôle important.

Mais auparavant, ces pays devraient se tracer des objectifs précis, communs et particuliers, ayant pour base la définition d'un projet de société. Les échecs accumulés et les tribulations subies devraient, me semble-t-il, réduire leur entêtement à copier servilement le modèle de croissance économique à l'occidentale qui leur fait confondre modernisation et développement. A vouloir imposer coûte que coûte ce modèle on a fini par lui ôter ses valeurs humaines, sa capacité de dialogue, pour l'installer au panthéon du dieu craint, haï et adoré à la fois, où on le retrouvera, peut-être, dans quelques siècles, momifié comme d'autres civilisations mortes.

L'Occident devait attendre des pays en développement autre chose que la reproduction de son système. Avec ses institutions (dont la bibliothèque) il pourrait tout simplement se mettre en position de grande disponibilité, être à l'écoute des besoins exprimés, pousser l'interlocuteur "pauvre" à réfléchir par lui-même, l'amener à s'assumer. Toute solution à un problème comporte des avantages et des inconvénients. Il faut donc l'aider à les mettre au jour afin qu'il prenne ses décisions en toute connaissance de cause. On peut lui éviter les mirages en l'amenant à réfléchir à partir de ses propres réalités. Il est vrai qu'il a cessé depuis longtemps d'être "maître de son ouvrage". S'il pouvait recouvrer sa confiance en soi, sa capacité créatrice et s'admettre différent avec une vision et une conception du monde propres à lui!

Qui pourrait l'aider? En l'aidant dans ce sens, on ferait descendre de son piédestal l'Occident, myth et modèle de développement. L'attitude paternaliste laisserait la place à la qualité d'écoute et d'ami. Mais dès que reviendrait la notion de profit dans les rapports, le jeu serait faussé à nouveau. Qui est préoccupé de rentabilité n'écoute

plus l'autre, sauf pour réduire ses résistances et l'amener insidieusement à conclure le marché.

Nous retombons ainsi dans la réalité que nous vivons. Aux pauvres de se défendre. Leur solidarité les sauvera peut-être, à condition qu'ils prennent leur "pauvreté pour richesse", la misère en répugnance et la richesse arrogante comme un mythe provocateur.

Alors que faire des bibliothèque? Qu'elles choisissent leur camp. Héritières d'un modèle de croissance économique, elles peuvent, avec des éditeurs engagés dans la lutte contre la misère, faciliter chez les pays en développement la prise de conscience de leurs possibilités réelles, aider à leur responsabilisation et à la mise en place de conditions permettant l'émergence d'un project de société qui colle davantage aux réalités que vivent ces pays. La bibliothèque et l'édition seraient ainsi à l'écoute des besoins. Certes, l'apparence d'un livre compte beaucoup, mais son contenu a encore plus d'importance. Or l'apparance, la présentation, coûtent habituellement assez cher. Il conviendra donc de leur préférer la qualité et l'à-propos du contenu. Il faudra surtout se tenir à l'écoute, discerner très tôt les attentes et proposer la documentation, les information appropriées.

La littérature générale, les livres pour enfants donneront la préférence à l'environnement culturel immédiat pour faciliter l'enracinement et décourager l'extraversion culturelle et économique. Il n'est pas question de vivre en autarcie. Il est surtout question de chercher à se prendre en charge et d'éviter de trop rêver à l'inaccessible.

Le bibliothécaire est davantage un animateur, ami de l'encadreur rural, du leader naturel du milieu et de l'éditeur, son pourvoyeur attentif de documentation et de "rêves les yeux ouverts". Si les conditions locales sont réalisées, l'apport des bibliothèques des pays industrialisés ne pourra que suivre la voie tracée, puisque ses propositions seront soumises à l'avis du "bibliothécaire" local, qui est à l'écoute de son milieu et qui peut les accepter ou les refuser.

Ainsi, tous participeront à l'avènement d'une nouvelle ère de coopération qui sera davantage l'affaire d'institutions privées. Mais ceci, toujours à condition que le pays en développement décide de ses objectifs, de son projet de société en tenant compte de son état de pauvreté car, comme le dit J.P. N'DIAYE : "la mutation à opérer est de renverser l'état de pauvreté subi comme une tare et de vivre cette pauvreté en tant que valeur positive d'intégrité que le monde mercantile, aveuglé, se refuse à voir; La valeur de l'être humain se situe ailleurs que dans la réalité de son compte en banque."

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IFLA GENERAL CONFERENCE, BRIGHTON

IFLA 1987

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by

Hans - Peter GEH

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Opening speech by President H.-P. Geh
Brighton 1987

This year IFLA can look back on its 60 year old existence. Our thoughts wander for a moment, therefore, back to the year 1927 when representatives from 15 countries, on the occasion of the 50th anniversary of the British Library Association, founded the International Library and Biographical Committee in Edinburgh. The aims and goals of this committee were to institute international library conferences as well as to initiate international relationships between libraries, library associations, and bibliographic centres. In the following year in Rome this committee was renamed IFLA. The 15 countries have become 123 in the course of the 60 years thus making it into a worldwide organization which can truly function with full right as the voice of the international library world.

This year also the British Library Association, to whom IFLA is very much indebted, is celebrating its 110th anniversary. IFLA extends cordial congratulations and wishes all the best for the future.

These two anniversaries are very good reasons to hold the IFLA General Conference this year on British soil. We are gathered here in Brighton which lies in an especially important historical and, at the same time, charming landscape. Brighton is a city which has a cosmopolitan atmosphere and offers a multitude of attractions. This city has held for me, personally, special meaning since my youth when, as a school boy, I visited it during a trip across England, Wales, and Scotland. Later I came here often on weekends when I was a student working on my dissertation at the present day British Library for several months.

The United Kingdom is also a milestone for another reason in more recent history. For the IFLA General Conference in Liverpool in 1971 can be seen as the true birthplace of the IFLA commitment to the Third World following the decision in 1969 that "IFLA's priorities should include the mobilization of all available forces to help developing countries." Within the parameters of that IFLA meeting in Liverpool a Pre-session Seminar for librarians from the Third World took place for the first time. This was, in point of fact, the starting point for the ever-increasing activity in the Third World by

IFLA, which today is by far the strongest member group. How much importance IFLA attaches to the duties and problems in the Third World are visible in the numerous projects, programmes, and seminars but is also emphasized by the fact that the General Conferences were held in Manila in 1980 and in Nairobi in 1984.

Of special note is the ALP-Programme which was called into being in Nairobi in 1984 and which was recently made the direct responsibility of the Executive Board.

At this time we are fully committed to placing this programme, one which intersects every aspect of IFLA work, on a secure basis through organizational and financial measures in order to provide for its use to libraries in the Third World. For this reason we are striving to establish a Focal Point in Scandinavia which feels itself particularly indebted to provide developmental aid in many ways. It is to be under the direction of experts who have established themselves in their commitment to the Third World. The task of this Focal Point will be: "to stimulate centrally decentralized action, to strengthen regional cooperation and to stimulate training activities."

Through the development of a Focal Point in Scandinavia, which, by the way, will be financed by these countries, there will be no attempt made to direct the work to be done but rather will offer primarily logistic and financial support. The ideas for the programmes, projects, seminars, etc., must then come out of the countries of the Third World themselves. They will be responsible for the implementation of such events as well. This means, of course, that the work will be done in the regions themselves and will remain under the auspices of the respective regional office.

Sixteen years after Liverpool we are also concerned with the structural improvement in the 3 regions of Africa, Asia and Oceania, Latin America and the Caribbean where we now have more than 80 countries from the Third World in our membership. We are equally concerned with the intensification and increasing cooperation of the work done in these countries.

A working group comprised of representatives from these 3 regions have compiled relevant proposals which have, in part, already been realized.

The three regions have been subdivided into 5 sub-regions and elections conducted for the Standing Committees of each region were held under the authority of the respective regional office. In this context it was especially important that as far as possible all sub-regions are represented on the Standing Committees. Furthermore we have foreseen that financial support will be given to the Standing Committees, so that they will be in a position to hold meetings in their own regions in alternating years between the IFLA General Conferences.

Besides the chairperson of the Standing Committee there will also, in the future, be a regional manager who will preside over the regional office and the various duties there. This is a very responsible task in view of the intensive efforts IFLA is undertaking in these regions.

Over and above this, it is necessary, in the future, that the representatives from the Third World participate in stronger numbers in the work of other Sections and that they take over more leadership roles.

In conclusion I would also like to mention in this context that the Regional Library Development Fund, inaugurated in 1982, which is solely dedicated to work in the Third World is to be renamed in honour of its initiator as the Margreet Wijnstroom Regional Library Development Fund.

Within the context of our intensive efforts in library work in the Third World Mr. van Wesemael, coordinator for professional activities, and I made a four week trip at the beginning of this year through eight countries in Latin America and the Caribbean: Curacao, Venezuela, Jamaica, Mexico, Cuba, Columbia, Brazil, and Argentina.

The purpose of this journey was to contribute to the strengthening of the library associations in those countries and to intensify their collaboration with IFLA. It was a trip superbly organized by our hosts which provided an excellent programme of events that, in our eyes, was also very suc-

cessful. We had the opportunity to talk extensively with officers and representatives of the library associations on many subjects and had discussions with decision-makers and ministers on the importance of libraries for the cultural, economic, and political development in those countries. We were also able to speak about IFLA's work at many meetings and professional bodies. Thus concrete agreements concerning the realization of projects could also be made.

I would especially like to emphasize that in the conversations with the presidents of the associations a consensus prevailed that strong and influential library associations are of eminently important meaning for the development of librarianship in those countries. Furthermore, it was agreed upon that the library associations should have a direct access to governmental agencies and be consulted in all library questions and on information policies, on reading promotion as well as the war against illiteracy, etc.

The discussions about the Core Programmes of IFLA were also a very important subject, especially concerning UBC/IM and UAP which have already produced numerous positive effects in these countries, as has PAC. In view of the often critical condition of the existent holdings immediate assistance is absolutely mandatory with regards to conservation and preservation. We are very happy to report that the National Library of Venezuela, which - as we know from first hand knowledge - offers excellent qualifications, is prepared to take over the duty of establishing a regional centre for PAC. We hope for a positive effect on the countries of this region through the activities at this regional centre which will give support in many relevant areas of PAC including education and training of qualified personnel.

It was also very important for us on this journey to realize that the language barriers must urgently be solved in order to improve the effectiveness of IFLA's work in these countries. This means that all important IFLA documents and news about IFLA activities must be recorded in Spanish as well in order to keep our members from these countries up-to-date and to provide for their active participation in our work.

In this connection the Executive Board had already decided, before our Latin American trip, to provide also Spanish simultaneous interpretation at the IFLA General Conference in Brighton. In addition to this, the Executive Board will strive to establish Spanish as the 5th IFLA language as soon as the respective financial problems can be solved.

A special problem exists in most of the lands that we visited with regards to library education and the status of the librarian. As was repeatedly reported by very committed librarians who left an enduring impression with us, there is a deficit in well-educated professional staff in some countries. What is more, the relevant contemporary professional literature from foreign countries is often not available. In my opinion, therefore, projects which are aimed at providing current library literature in Spanish should be a high priority. That hereby the situation in the individual countries must be taken into consideration is self-explanatory.

Concerning library education, it must be taken into consideration that through the increasing interconnection in the information field a stronger relationship between the realms of duties of library, documentation, and archive work exists. The Pre-session Seminar in London for representatives from all information areas in the Third World served this interest. This seminar was made possible through financial support from UNESCO, the British Council and the German Foundation for International Development.

As to what concerns the present situation in the education sector is, on one hand, as already reported, characterised by a deficit in numerous countries, while on the other hand there is an overproduction of librarians in some industrial countries. Since education is a major concern of IFLA I would like, in this connection, to touch quickly on a few of the aspects mostly from the perspective of the industrial nations, thereby also honouring our host country that has distinguished itself with a great number of new ideas.

Information is, as we all know, of exceptional importance today. The responsibility of the librarians has increased, in my opinion, due to new media and information which is only stored in computers where - what should

not be underestimated - the danger naturally exists of the possibility of manipulation. In addition we see that for political, economic and financial reasons certain information may, in the future, only be available to priviledged people, at least there will only be access to those who can pay the price demanded.

From this standpoint and in view of our general topic "Library and Information Services in a Changing World" the critical question remains: "can the profession adopt a rapidly changing social and technological environment and provide the type of librarian which is really needed?

If we can answer this question positively then it is obvious that the initiative and directive must come from the library associations, i. e. from the profession itself, and especially from the library schools.

The librarian, or whatever he/she will be designated as in the future, supplies information to a certain clientele. He/she must, therefore, recognize the needs of the user, transmit the relevant material in whatever form, and carry the responsibility that the information flow can proceed freely and unhindered.

In view of the economic, political, social, demographic, and technological changes it is apparent that the situation can only be mastered chiefly by librarians who have not only the necessary Know How but flexibility and manager qualities as well at their disposal. They are also people who, as decision makers, can make the value and meaning of good-functioning library and information services comprehensible in a changing world on all levels and for all sorts of activities.

In addition, and this must effect us in light of the overproduction of librarians in some industrial countries, new professional fields are arising in an ever-increasing number. New possibilities are opening up in the private sector in industrial libraries and information departments, in information supply positions, in education management, in public communication (e. g., radio, TV). And, on the other hand, there are new positions in the information industry and technology, in databank design, systems analy-

sis, and marketing of information services. Moreover, there is an increasing need for qualified personnel who can combine research with information capabilities, i. e. librarians who can research a problem themselves when no previous information exists about it.

In order to utilize these new possibilities and to be able to do justice to these demands, the library schools must, therefore, recruit highly talented applicants, have the respectively motivated teaching staff who are open to the importance of new developments in the field and who are, at the same time, continually prepared to welcome new realms in their teaching programmes or to set different accents which reflect the contemporary and future trends. That radical changes are necessary from time to time needs only to be mentioned parenthetically. For, the new generation of students will be seeking an education which will lead to careers with a wide spectrum of information activities.

It goes without saying that this development will be accompanied by rather drastic changes in the conception of our library schools. Only when library education is versatile and has reached a high level as well as has adapted to the needs of a constantly changing world and thereby is practice, problem, and research oriented, only then do I believe that our professional image will measure up to the manifold, interesting, and responsible duties of the present and future.

But in IFLA as well we must meet the demands of changing situations, coordinate the professional work with the latest demands, alter the structure when necessary, and carry the responsibility that our work is always done productively and within the framework of our set goals.

Above all, we are seriously concerned with developing our long-range and stratified professional programmes, which we can be very proud of and for which we are envied, as effectively as possible. Consequently we have reviewed the situation seriously, in both a working group which I initiated and afterwards in the steering bodies, concerning an even closer coordination between the professional work done in the Sections and the Core Programmes.

Let me list a few results of these discussions in summary:

1. The quality and effectivity of the entire professional work must be improved through a close liason between the various components with the following measures: coordinatad planning in due time, regular exchange of working reports, and common meetings between the responsible programme officers and those in charge of the professional work in the relevant steering bodies.

2. In order to intensify the professional collaboration with other nongovernmental organizations such as FID, ICA, ISO, ISDS, representatives from these organizations shall work in a consulting capacity on the Advisory Committees of the Core Programmes in the future. A good example of such collaboration is the work done in the PAC Programme by IFLA and ICA.

3. With regards to professional work, IFLA must dedicate even more attention to the current trends in the area of information. This is necessary in order to raise the professional ethic and also to help improve the status of the librarian in individual countries.

4. The distribution and utilization of the results of our professional work demand an extensive and good quality publication programme. The proposals already presented in this connection must be expanded by another working group and transformed into concrete suggestions.

5. However, the entire professional programme will only stand on clay feet if no solid financial basis is available. For the extensive work is not possible alone from idealism, which an amazingly large number of our colleagues have commendably summoned up, nor alone from the truly generous support of many officers through their institutions. For this reason we have undertaken renewed considerations of this problem in order to tackle this very unsatisfactory situation. In our opinion, one solution is a re-examination of the membership dues system while on the other hand, new financial sources must be tapped, for example with Sustaining Affiliates, foundations etc. The direct allocations from the national

libraries for the Core Programmes should also be placed on a broader basis. The Executive Board will submit an extensive proposal for discussion and ballot to the Council on 1989.

6. And finally, the contents and results of the General Conferences should be improved, a topic which was treated in an additional working group of the Professional Board.

   These conferences, which are bound up with an enormous amount of work and financial implications, represent, as we all know, the primary component of our work. Therefore we must attempt, based on repeatedly expressed criticism, to raise the quality and effectivity of the conferences. This will be possible through a series of measures which were already mentioned in the Council yesterday.

I hope that with this short introduction I have clearly indicated that the steering bodies have attempted everything in order to form the IFLA work more effectively and to improve the outcomes. It is now imperative that these efforts be transformed into deeds. This is the duty of each and every one of us.

The General Conference here in Brighton presents a very special turning-point for IFLA. Our long-time Secretary General, Margreet Wijnstroom will leave the commanding deck of the IFLA ship after exceptionally committed and successful service. I would, therefore, also like at this time, in the name of all of us, to express to her our heartful thanks for her exemplary work.

"Every change, " as we have it from Schiller in The Bride from Messina, "frightens the happy for where no gain can be hoped for, loss threatens." Although we will miss Margreet Wijnstroom very much in many ways, I am sure that we are getting a well-versed helmsman in Paul Nauta on board who has already served many years on the IFLA ship and gathered much experience. I would like to take this opportunity as well to welcome him into his new position for the good of our international organization.

With these thoughts I hereby declare the 53rd IFLA General Conference in Brigthon open.

IFLA GENERAL CONFERENCE, BRIGHTON

PLENARY MEETING

1987

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IS THE LIBRARY A SOURCE OF INFORMATION IN THE DEVELOPING COUNTRIES?

By
K.M. AITHNARD, Directeur général
Nouvelles éditions africaines
LOME, TOGO

(Original French text can be found in pre-printed booklet no. 1 OPENING/PLE)

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IS THE LIBRARY A SOURCE OF INFORMATION IN THE DEVELOPING COUNTRIES?

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K.M. Aithnard
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In considering this subject, one may be tempted to compile an enormous list of documents, to offer a synthesis of their contents, and to draw firm conclusions.

I was told that this paper will be presented to library specialists, to people who, over many years and though with widely varying resources, have nevertheless acquired deep experience in this field. So it is out of the question for me now again to go over the fundamentals of this discipline and accumulated wisdom.

I am convinced that in doing so I would miss the point, or I believe that you are experts in this field. I have therefore decided, merely to offer a few thoughts on this question, in the hope that all of us gathered here can debate it and even perhaps contribute to finding solutions. It is therefore possible that some of you may not be satisfied with what I have to say, and I crave your forgiveness. Instead of a learned exposé full of footnotes, I prefer the language of plain speaking and truthfulness.

I cannot help but feel a sort of bewilderment when I read, in the same sentence, the words "library" and "developing country".

My impression has surely something to do with the fact that people think it essential to set up structures and infrastructures, deriving from a centuries-old tradition, in other countries where the context is quite different. In other words, things are always presented as if all the changes necessary in the materially poor countries should not only be modelled on the well-off countries but should also repeat a supposedly linear process having the same objectives.

This is understandable. The library is an institution in the industrialized countries. It is only one element in the arsenal "parachuted" into the poor countries which, voluntarily or not, are linked almost viscerally, by colonial or other similar ties, to the better-off countries. The library, then, cannot help but be a reflection of the system which produced it.

In Europe, the history of libraries stretches from the reading rooms of centuries past to modern library supermarkets. By its role and its present ambitions, the library appears henceforth as a sort of more or less independent module for socio-cultural action programmes. It is a veritable institution in itself.

Indeed, in its organization, the library alone takes on the character of a social service. In Western society, the objective of a social service is to counteract in various ways the imbalances in society, to make up for the inadequacies of development and thereby render it harmonious. Is this the model which developing countries want?

Any form of expression is in the image of the cultural model which produced it. Culture is the mould which passes on the educational model. Language acts as its vehicle, whether written or oral. A written text, by its symbolism and immutable nature, strengthens the impression of durability, of power, of being rooted in history, and thus of a certain form of truth.

But this written text may also be merely an instrument of sectarian prejudice shrouded in myth, of preservation of political and social structures, of hierarchy. It is true, that in the most "advanced" civilizations, from a certain point of view, an important historical stage has always been reached when a more or less sizeable elite section of the population has been able to read and write.

Writing and reading thus appear as the corollaries of power (whether exoteric or esoteric). Possession of these skills is always seen as an advantage. Economic, technological and military power is always linked to a greater or lesser documentation capability. In some ways, information technology is only an extension of writing. Thus reading and writing have always retained and expanded their function throughout the evolution of the human race.

Every library transmits values through its structure and its contents. The aims which it sets for itself corrrespond to a very precise development model.

By the way it is organized, and the ritual it uses and imposes on others, it brings to mind in some degree the ceremonial of classical museums, those holy places of culture which one enters on tip-toe in a religious silence. This attitude to culture is far removed from that of most developing countries, especially in Africa. It is even quite the opposite of their attitudes, to the extent that, in Africa, traditional culture, which remains vigorous in rural areas and is part of everyday collective experience, relies on other senses and uses other forms of expression, particularly oral expression, music and gesture.

Fortunately the poor countries, being habitual and faithful imitators, are starting to take notice of their realities and the originality of their culture, and, on various continents and at different levels, different experiments with libraries are being undertaken.

But do these experiments meet the needs of the populations concerned? Are they really the expression of their aspirations? Do the fight against illiteracy and the parallel creation of libraries have priority over the most urgent needs of the poor countries? What sort of information do the developing countries really need to carry out the necessary changes?

Libraries generally offer, on the one hand, works of documentation and practical instruction, and on the other hand, works of general literature (novels, short stories, poetry, etc). It is fair to ask which aspect of their activities should be emphasized in the developing countries: information, training or leisure?

Indeed, developing countries already have, do they not, in oral form or as embryonic writings, the elements and substance necessary to transmit their culture and communicate the traditional values to which they are attached? As far as they are concerned, the library could be the place where one would go to find a transcription of this widely varied knowledge which already exists. Whatever the conservation technique adopted, the essential thing is that it should enable the richness of culture to be expressed and the values and wisdom arising from it to be passed on.

In a poor country, should one not attach the highest importance to any documents able to help people of all walks of life to find, if not answers to their questions, at least guidelines which might lead them to reflect and discover appropriate solutions to their problems?

I do not really think it is vital to arouse in human beings desires which they cannot satisfy. Those libraries currently to be found in the developing countries, which are established on the model of a foreign cultural environment, do not seem to make it easy for these countries to become aware of their real situation, their place on the world stage, their culture, in a word their living conditions and specific potential.

In view of Third World realities and the cost of setting up structures for development, one may well ask if the establishment of increasing numbers of libraries, in their current form, is still to be encouraged. There is a double danger: on the one hand, almost all the investment is made in the cities, leaving aside the vast majority of the population, and on the other hand only children attending school or in apprenticeships, or students, ever go into the libraries. Among adults exercising a profession or a trade, very few choose reading to fill their spare time, or only exceptionally, as when they need to read for a professional examination. It is merely presumed that people read. We are thus in a situation where investment is made with no concern, it seems, for cost-efficiency, and the end result is the squandering of financial resources.

Would it be a utopian dream to imagine "socio-cultural" facilities - or whatever we might wish to call them - beside or within school premises or other places where people meet and learn, in which the library would be only a part of the whole. In this place for "socio-cultural" acitvities, people of whatever ages, class or social standing could find the opportunity of acquiring new knowledge of immediate practical relevance.

In most of the developing countries, the traditional way of life is essentially communal, and people should get the impression that they are taking part in the same activity, that they have roles in the process of improving life for everyone. Parents could meet their children there, rural outreach workers could find there a backup for their activities in the areas of health and agriculture. In such a facility, the role of the "librarian" would not be the traditional one: he would instead become a member of a multi-disciplinary team, participating in other activities and in the same fight for change.

One must take account of the needs of the real agents of development who, by their leadership and advice (on such matters as production and cost-effectiveness), enable the people to live better.

But it would still be necessary to decide on precise development aims, and as a prerequisite to have an overall idea of the type of person which one wishes to form. One must therefore have the will and the vision to define the type of development one is aiming at.

Do we want development on the Western model? This is often synonymous with opulence and well-being, for non-industrialized countries, but the race to industrialize in this way seems doomed to failure. We now have evidence that the gap is widening more and more between the developed and the developing countries.

Must we go on considering poverty as a blemish, or can we consider it as a positive value with a certain dynamism of its own? (We must not, however, confuse poverty with destitution, which is the degrading lack of even the essentials for life.) Can we not draw a lesson in wisdom from the potential with which man is endowed by nature to adopt a simple way of life whereby people would have sufficient food to eat, would know enough to look after their health and would do without unnecessary things which only create problems and worries? The book Poverty, the people's wealth, by TEVOEDJRE, analyses this problem well. Are the developing countries really able to halt in their rush to imitate and define objectives better related to their realities and capabilities, and which might guarantee their populations a situation of respectable and honorable poverty?

We may also ask ourselves if the industrialized world would allow the developing countries to make such a choice which would by its very nature work against their own interests as wealthy countries. There is a hierarchy of relationships between the strong and the weak, the rich and the poor countries, and the forme rarely bow to the wishes of the latter.

Is it conceivable, for example, that the coffee and cocoa producing countries, taking account of the prices imposed by Wall Street and the advance of the desert, could decide to use their land to grow only products of primary necessity? As Europe would then find itself deprived of its "indispensable" coffee, and of its chocolate, wouldn't its citizens blame their governments for failing to guarantee supplies? Such a situation would radically alter the habits of the exporting countries as much as those of the consuming countries. We may well ask what role libraries could play in such circumstances: could the documents they contain be used to foster new relationships and encourage new attitudes?

Libraries contribute, in a certain way, to the defense and advancement of the publishing industry while at the same time defending and advancing a language and its culture. Is it totally wrong to think that the West is strengthening its economy by means of libraries, language and culture?

Any cooperation works as a balance of power: economic and military power are decisive. In most cases, trade and the establishment of zones of influence act as a backdrop. Cooperation gives rise to certain mechanisms for the transfer and exchange of knowledge between industralized and developing countries, and the relationships between their libraries are not immune from this. Can the latter, however, give priority to relationships based on technology transfer and the exchange of knowledge?

Exchange implies the recognition of the probable value of the knowledge of both partners, whose more or less equitable relationship is imbued with a certain spirit of cooperation.

Transfer, on the other hand, does not necessarily imply acceptance of the value of the knowledge of the partner receiving the transfer.

In the exchange relationships between nations or their institutions, the most powerful - in other words the one which acts as a model or imposes its model on the other - must first of all acknowledge that the other has potential knowledge which would be useful to it to solve some of its own problems, or allow it to strengthen its domination and power. Thus these exchanges may be prey to long or short-term ambitions; hence restrictions on knowledge, the drip-feed technique, partial information, etc. Even if certain library institutions in the industrialized countries did adopt the attitude needed to make such an exchange easier, do the beneficiary countries have efficient structures and conditions for the exploitation of this data? Unfortunately, this is not often the case, at least in Africa.

In Africa, one nation may include different ethnic groups and cultures. Although these communities have some features in common, it is none the less true that each of them is a separate societal entity.

For each social group, each traditional community has its own type of hierarchy founded on differences between clans, social origins, professions - and therefore differences in knowledge - (blacksmiths, guardians of traditional religions, healers, elders, story-tellers, etc.)

which confer a social position on each rank of the hierarchy. The social status of each corresponds to a position more or less close to the group wielding power. It is therefore undeniable that there is a close connection between the sharing and exchange of knowledge and the exercise of power.

If we refer to previous studies of the cultural ambivalence and the capacity of the elites and of young people of the poor countries to promote development, we realise that the transfer and exchange of knowledge between rural and urban milieux is done via the elites of these two strata of society.

Between these two elites (the traditional and the modern), exchanges and the transfers of knowledge can be done at different levels, but they are always determined by the power structures in each of the relevant elites and by the mechanisms of state power. Most often, the modernist elite, which is closer to the power of the state thanks to the progressive and modernizing option for development, gains the upper hand in the balance of power with the traditional elite whose popular power base is broader.

For this reason, it is fair to ask if the efforts expended (locally or cooperatively) on providing information through libraries actually correspond to the aspirations of the people who benefit from them. This is not to take up a position for or against literacy programmes; it is to recognize simply that the arguments against such programmes are not negligible, and that the armies of those waging war on illiteracy, by whichever educational method, have not always come up to the expectations of the population. The vigorous popular protests in some areas of the amount of time wasted in learning things of no apparent use have made clear the need for well-judged information adapted to those who receive it and which can give the populations concerned the tools needed to master the problems they encounter.

The difficulty with teaching, as with teaching literacy, is to define and choose that which people must know to speed up the process of change, and to find the best way of passing knowledge on.

Should the teacher merely propose a method of acquiring knowledge and leave the pupil to find the best ways of learning what seems vital to him and to decide for himself on the priorities and the rate at which he will have to learn the new knowledge?

The problem of the rate of learning has often been ignored, with serious results. The "rage" to pass on knowledge, to teach something to someone at all costs may cause the latter to turn away for good from the need to learn abstract ideas or techniques, make him stray from the path of "knowledge", of close his mental horizons to any realities apart from those of his immediate surroundings.

As for the "pupil", the receiver of "aid", does he himself have enough knowledge and personal resources to carry out the necessary changes? His lack of determination and self-assurance, his impressionable nature, his "legendary hospitality" all make him easy to manipulate, so that he says "yes" to everyone even when he thinks the opposite. In the same, tribalism and nepotism work in favour of the status quo.

It is surely time that we stopped blaming colonialism alone. Certainly we know the evil effects it has had, and how it stifles the creative imagination.

Our responsibility, in the situation currently preoccupying us, is real. Indeed, for more than 25 years, the former colonies, and particularly those in Africa, have been free to choose, to call a halt to inappropriate activities, to unite or let themselves be divided, to create sub-regional organisations and make them really operational, to give up certain retrograde practices in favour of new more worth-while ones in human and economic terms.

It is not certain that the decision-makers and their advisers have always sought right or useful information able to help in bringing coherent action and programmes to fruition. This work has too often been entrusted, on various flimsy pretexts, to those peddling unreliable ideas and plans.

There have been reasons for this. The most honest expert can only give what he has. Faced with a problem, he sorts through his "jumble" of knowledge and experience to find those elements which will enable him to arrive at the most appropriate solution. But even then, the user, the beneficiary must have correctly formulated the problem and presented all its aspects; and there must have been a frank and sincere dialogue for an appropriate exchange of information to allow the giver and the receiver of help to choose from a range of solutions the one which is the most realistic and meets previously defined objectives.

Here we are faced with an important question: which of these two should be responsible for defining the objectives: the giver or the receiver of aid? Which of the two will carry responsibility in the eyes of populations which will benefit? Which one will go down in the history of the country concerned as having been responsible? Which of the two will have to subsequently live with the results and perhaps find himself criticised for having failed, for not having thought the project out properly, for having made mistakes?

Certainly, the developing countries need information and training. They must be able to go straight to the essentials. In this, libraries and the book trade (publishers especially) can have an important role.

But as prerequisite, these countries must have laid down precise objectives for themselves (both those common to all and those particular to individual countries), based on a defined projected society. Accumulated failures and trials endured should, it seems to me, lessen their persistence in servile imitation of the Western model of economic growth which causes them to confuse modernisation and development. In wanting to impose this model at all costs, they have ended by stripping it of its human values, its capacity for dialogue, and in setting it up as a graven idol to be simultaneously feared, hated and adored, and to be found, perhaps, in a few centuries time, as a dusty relic, as in other dead civilisations.

The West should expect from the developing countries something other than a copy of its own system. With its institutions (including libraries), the West should quite simply be available to advise, listen to expressions of need, encourage the "poor" partner in the dialogue to reflect by and for himself; and since any solution to a problem has advantages and disadvantages, he must be helped to foresee these in order to take decisions on the basis of full knowledge of the facts. He can be helped to avoid illusions by reflecting on his actual situation. Such an interlocutor has long ago ceased to be fully in control of events: if only he could regain his self-confidence, his creativity and admit he is different with his own view and understanding of the world!

Who could help him? In helping him to act in such a way, one would knock the West off its pedestal as a myth and model of development. Paternalistic attitudes would be replaced by a friendly willingness to listen. But as soon as the notion of profit was reintroduced, the whole relationship would be distorted again. A negotiator concerned with profit no longer listens to the other party, except to wear down his resistance and gradually to force him to make a deal.

Here then is the reality in which we live. Let the poor stand up for themselves. Their solidarity may save them, perhaps, provided that they take their "poverty for riches", that they hate destitution, and consider arrogant wealth as a provocative myth.

So what do we do with libraries? They must choose which side they are on. Their legacy is of a model of economic growth, yet they can, with publishers who are committed to the fight against destitution, help developing countries to become fully aware of their real potential, help them to take responsibility, and help create the conditions for the emergence of a plan for social development more in harmony with the everyday reality of these countries. Libraries and publishing houses would thus be receptive to people's needs. Certainly the appearance of a book counts for a lot, but its content counts for more. Now appearance and presentation are usually rather expensive, so it will be necessary instead to stress the quality and relevance of the content. It will be especially necessary to remain alert to discern the public's expectations at an early stage, and offer appropriate documentation and information.

General literature and children's books will focus more on the immediate cultural environment, to encourage identification with the local culture and discourage people from turning their attention abroad, in cultural and economic terms. This does not mean living in isolation, but it does above all mean seeking to take responsibility and avoid dreaming too much about the unobtainable.

The librarian is more a leader, a colleague of the rural instructor, the natural leader of the community and the publisher, who is his reliable supplier of publications for documentation and "dreams founded on reality". If the local conditions are there, the contribution of libraries in industrialised countries will be put to good use, as proposals will be submitted to the local "librarian" who is aware of conditions on the ground and who can accept or refuse.

Thus everyone will have a share in bringing forth a new era of cooperation in which a greater role will be played by private institutions; but this will still be on condition that the developing country concerned decides on its objectives and on the sort of society it wishes to see develop bearing in mind its state of poverty; for, as J.P. N'DIAYE has said: - "the change to be produced is away from feeling that poverty is to be endured as a defect and towards living with poverty as a value of positive integrity which the world, blinded and obsessed with money, refuses to see. The value of a human being is determined by things other than his bank balance."